



Creating and Assessing Interpretive Activities

Elizabeth Matchett

CLTA 2018

lmatchett@pausd.org

Follow along:

[http://bit.ly/
2GePYpp](http://bit.ly/2GePYpp)



Access the online program at:

<https://2018cltaconferenceontario.sched.com>

Evaluate this session in Sched!


In the session link in
Sched click on

Evaluate this session

Your feedback is appreciated!

**Include your name and be entered to win a
free registration *with meals* to next year's
conference.**





Special thanks to my
teammates at the Stanford
World Language Project

And especially to Nicole Elenz-Martin,
Aragon HS, who continually inspires
me to reach further



Goals

After participating in this session, I can:

- explain what Interpretive Activities are;
- design an Interpretive Activity with an appropriate evaluation;
- integrate Interpretive activities with Interpersonal and Presentational activities, but still be clear about what I am measuring.



Interpretive Communication



- One-way communication with no negotiation of meaning with writer, speaker, or producer.
- Reader, listener or viewer interprets what the text creator wants the receiver of the message to understand.
- Implies the ability to read, listen or view “between the lines,” including understanding the cultural mindset or perspective.
- Authentic sources!!!

Challenges



What challenges do we face when incorporating Interpretive Communication in our classrooms?

Challenges

— *What challenges do we face when incorporating Interpretive Communication in our classrooms?*

- Do they actually understand what they are interpreting?
- How do we keep them from passing it through a translator?
- Apathy from the students.
- The authentic texts can be “too hard.”
- The grading task can be a different mode.



How do we prepare students to interact with authentic sources?

- Provide frequent exposure to authentic or near-authentic sources.
- Provide simplified tasks with sources at first so that they lose their fear of them.
- Allow them to glean main ideas.
- Preview the main concepts of the source.
- Activate background knowledge before interacting with the source.

(adapted from Sandrock, 2015)

How do we facilitate students to interact with authentic sources?

- Encourage students to develop their own purposes for interacting with the source.
- Allow students to select their OWN sources when appropriate.
- Provide multiple opportunities to interact with the source.
- Design activities where they must use the source for a real-world purpose.

(adapted from Sandrock, 2015)

Task 1



Read and discuss

Open the following [text](#). Copy and paste it into another document.

Read and discuss Part 1

- Open the following [text](#). Copy and paste it into another document.
- Read the text. Feel free to mark it, put notes on it, highlight it, etc. Especially, look for ideas that speak to you and your teaching situation. What feelings or ideas come up for you?
- You have 5 minutes.

Read and discuss

Part 2--Preparing for Assessment (Interpersonal Communication)

- Find 3 other people. Sit or stand together.
- Use the text you read and the notes you took to have a discussion about the following topic:
 - What ideas from the list can you adapt from this selection to your own teaching?
 - What feelings came up for you as you read the selection?
 - How can you relate the ideas in this selection to teaching for GLOBAL COMPETENCY?

Read and discuss

Part 3-- Assessment


(Presentational Communication)

- Write a short lesson plan. The theme is “Preparing Students for Global Civic Engagement”.
- Create a learning objective for the lesson.
- Use or adapt ideas from the reading selection as you create the plan. Tell how you would adapt the ideas, and why.

Debrief



Think Pair Share:

- Look at the following statements, and give your opinion about them to your partner.
 - Relate what you say to the purpose of doing Interpretive Activities with our students.
 - Link your thoughts to the original selection you read.
- 

Debrief


A stack of four books is shown, with a pair of black over-ear headphones resting on top. The books are stacked vertically, with the top one having a red cover and the others having lighter covers. The headphones are positioned as if they are about to be used for listening to audio content. The background is plain white.

#1: Interpretive Activities should have a real-world purpose. We read/listen watch/ for a reason.

Debrief



#2: Often, the readings/videos we give students from textbooks seem to have no purpose in their actual lives.



Debrief

A stack of several books is shown, with a pair of black over-ear headphones resting on top. The books have various colored spines, including red and blue. The pages of the books are visible, and some are slightly fanned out at the bottom. The background is plain white.

#3: Students will respond positively to authentic texts that are relevant and interesting to them.

Debrief

A stack of three books is shown, with a pair of black headphones resting on top. The books have red, white, and blue covers. The background is white.

#4: It's possible to have a great authentic selection, but still have the lesson flop if we don't plan a relevant real-world task that goes with the selection.

Task 2



You are a volunteer!

You and your partner are going to Madrid for one year! You both want to spend some time each week volunteering in the city. The catch: you have a sick Beagle (Buster) you are bringing with you who needs 24/7 care, so one of you has to always be home.

1. Look at the following [Volunteer Site](#). Figure out a schedule where you can:
 - Both get in 3-10 hours of volunteering a week.
 - One of you is always home with Buster.
 - You both are volunteering in a situation that will be rewarding.
2. Make a shared document that reflects the above requirements. Upload it to (your LMS). Make sure both of your names are on it.

Grading this task

Check out this [rubric](#).

What do you think about it? What is coming up for you?

Evaluating an activity like this

Make a general rubric for the following:

To what extent does each student demonstrate that they have UNDERSTOOD the text/video/recording/website that you have asked them to interpret? You can worry about accuracy syntax, spelling, conjugation errors, etc. later on, or as a smaller part of your rubric.

Keep calm and focus on Communication!


Learning Management Systems



You are probably required to use a Learning management System (LMS) by your school. Schoology, SchoolLoop, Canvas, Google Classroom, etc.

Access its power to help you organize and share Interpretive Activities.

Directions for creating an Interpretive Activity

- Create an activity on your LMS.
 - Write the directions.
 - Upload the authentic sample you want them to read or listen to.
 - Have the students respond to questions that go with the sample. They should upload their answers to the site.
 - Ideas for responses:
 - Tell me something you learned from this sample that you didn't know before.
 - Write 5 facts from this sample.
 - Write 5 comprehension questions to ask another reader/listener.
 - Write a tweet that sums up this sample.
 - Participate in an online discussion about the sample.
- 

Evaluate this session

Elizabeth Matchett

for a chance to win a FREE REGISTRATION PACKAGE for the
2019 CLTA Conference in San Jose
February 28-March 3, 2019

<https://goo.gl/fMF2S2>

